

CHRIST OUR LIGHT



MACKILLOP
Catholic College
WARNERVALE

PRELIMINARY HSC Assessment Handbook 2023

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SECONDARY PRINCIPAL'S MESSAGE

I am delighted to welcome and encourage all senior students at MacKillop Catholic College as they commence a very important and strategic level of school education.

The next two years are not ones to be afraid of, but more importantly, it is a time to explore opportunities, discuss with teachers, classmates, family members and former students your aspirations for the future. The course of senior study and all the subsequent discussions and advice will bring clarification with an air of expectancy for the possibilities of what lies ahead for these final two years of senior study. The key for success revolves around building good relationships with teachers and peers, excellent attendance and the completion of all learning tasks.

This handbook has been designed to assist and support how each student organises and manages their workload for senior studies, including assessment policies, schedules, weightings, plus course requirements, examination rules and the process for missed assessments and appeals.

MacKillop College offers seniors a wonderful opportunity to develop, discover and shape each student's personal profile. We have seen students who may have considered themselves not up to gaining a HSC and completing Year 12, step up to all that is on offer at the College and become confident young men and women, happy with who they are and proud of their achievements, their family, their classmates and their journey through the College. This aspect of being a senior student at MacKillop Catholic College is what provides the platform for good results in external examinations such as the HSC. It is of even greater importance that each student develops a balanced perspective of life because when outside pressures and influences have to be dealt with, it is most reassuring for each student to know they have the inner strength to overcome these challenges. The spirituality shaped and formed in the Catholic school environment is a big plus for how we respond to life's challenges and rewards.

To gain a HSC is the single best school credential that a student can obtain in NSW and so many career opportunities are available to students who have their HSC.

Please consider the following questions:

What are my personal interests?

What have been my academic strengths?

Have I decided on what career I wish to follow? It does not matter if you have not decided yet, although one should ask whether they are looking to study at University or not.

Who are the best people to connect with in establishing a sound pattern of study and keeping up to date with the demands?

The next two years will seem somewhat of a blur and so much will happen, with highs, lows and all things in between. So keep things in perspective and always be connected to your support base of parents, family, your teachers, fellow students and a loving God who always picks us up at those times when we really feel lost.

Mrs D Ferguson
Secondary Principal

COLLEGE CURRICULUM TEAM

Secondary Principal	Mrs D Ferguson
Secondary Assistant Principal	Mrs M McGuinness
Religious Education Coordinator	Mrs C Price
Leader of Curriculum	Mr R Jones
Leader of Wellbeing	Mrs K Ardern
Leader of Pastoral Care Year 11	Mr J McNamara
Leader of eLearning and Innovation	Mrs S Winkler

Leaders of Learning and Teaching

Creative Arts (Visual Arts)	Mrs J Young
English	Mrs K Yates
Human Society & Its Environment	Mrs M Boyd
Languages	Mrs H Beech
Learning Support	Mrs M Lowe
Mathematics	Mr G Taylor
Performing Arts (Music/Dance/Drama)	Mrs S Baird
Personal Development/Health/Physical Education	Mr D Tomsett
Science	Mr R Herbert
Technological and Applied Studies	Mr D Clair
Vocational Education Training [VET]/Careers Adviser	Mrs K Pearce

NSW EDUCATION STANDARDS AUTHORITY (NESA) REQUIREMENTS

Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- **at least six units from Board Developed Courses;**
- **at least two units of a Board Developed Course in English;**
- **at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);**
- **at least four subjects.**

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

(<http://ace.bos.nsw.edu.au/ace-8005>)

Exclusions - TAFE Delivered VET HSC Courses

A student should ensure that if he/she is studying a TAFE delivered course do not enrol in other courses (or course components) that are excluded under either Category 1 or Category 2. Exclusions apply to concurrent study during either the Preliminary or HSC study pattern.

Category 1 - Overlap of Units of Competency

Students must not undertake the same units of competency or VET modules in more than one VET course.

Where an external organisation (such as TAFE) delivers a VET course, the includes particular units of competency and relevant code numbers are shown in the organisations delivery documentation. For Board Developed Courses, the code numbers are set out in the syllabus documents. Equivalence between units of competency will normally be stated within the relevant training package(s). If students are undertaking two courses with common modules or units of competency, schools should ensure that options within each course are selected so as to avoid duplication.

NESA - SATISFACTORY COMPLETION OF A COURSE

NESA requires that a student must complete satisfactorily a Preliminary and an HSC Course before a result in that course can be obtained at the HSC. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course;
- Achieved some or all of the course outcomes;
(<http://ace.bos.nsw.edu.au/ace-8019>)

For **courses where internal assessment marks are submitted**, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the **course completion criteria**. (<http://ace.bos.nsw.edu.au/ace-8026>)

Students studying VET framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

In the case of Extension courses, students who fail to meet assessment requirements for the common part of the course will not receive a result in the course at all.

'N' determinations

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. **Students may put themselves at risk if they do not regularly attend school.** In special circumstances, the Principal can allow sick students to proceed, but they must attain the outcomes and satisfy the assessment requirements.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

In cases of non-completion of course requirements, an 'N' determination will be submitted via Schools Online. Courses that were not satisfactorily completed will not contribute to the RoSA.

HSC Assessment

Students must complete assessment tasks that contribute in excess of 50 percent of available marks.

VET mandatory work placement

If a student fails to undertake any mandatory work placement component of a VET course it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

Warnings

If at any time it appears that a student is at risk of being given an 'N' (Non completion of course requirements) determination in any course the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of an 'N' determination in a course on Higher School Certificate eligibility.

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the
- problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student or parent/guardian a written acknowledgement of the
- warning;
- issue at least one follow-up warning letter if the issue has not been corrected; and
- retain copies of the warning notice(s) and other relevant documentation.

(<http://ace.bos.nsw.edu.au/ace-8022>)

Requirements for the HSC

Extension course 1 may not be completed without completion of the Preliminary Extension course. HSC Extension course 2 may not be completed without completion of the Preliminary Extension course and HSC Extension course 1. For all Extension courses except HSC Mathematics Extension 2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2 unit course in the subject. VET Curriculum Framework courses in all other subjects where Extension courses are available they comprise a 60-hour HSC course which may not be commenced until the related Preliminary course has been completed.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Students who leave school before they complete the HSC may be eligible for a RoSA; this credential will:

- be a record of achievement for students who leave school prior to receiving their HSC.
- report results of moderated, school-based assessment, not external tests.
- be available when a student leaves school any time after they complete Year 10.
- be cumulative and recognise a student's achievements until the point they leave school.
- show a result for all courses completed in Year 10 and Year 11.
- be able to reliably compare students across NSW.
- give students the option to take online literacy and numeracy tests.
- be comprehensive and offer the ability to record a student's extracurricular activities.

To qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW.
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement.
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- completed Year 10.

The following procedure is used to determine a student's Course Grade:

1. Award marks for each completed activity - formal assessment.
2. Combine marks awarded in each activity to obtain a total mark for each student.
3. On the basis of the marks, determine the order of merit for the group.
4. Refer to the [Common Grade Scale for Preliminary Courses](#) to relate the order of merit to grades awarded.
5. Review the grade awarded to each student to make sure no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of a student's achievement at or near each grade cut-off.

Common Grade Scale for Preliminary Courses

	Grade Description
A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

SCHOOL BASED REQUIREMENTS

Pattern of study for Stage 6 at MacKillop Catholic College

The structure of post compulsory education in NSW is offered by NESA as Stage 6.

Stage 6 is comprised of TWO distinct courses;

- Preliminary HSC Course (Yr 11 – Term 1 to Term 3 Wk 10)
- HSC Course (Yr 11 – Term 4 Wk 1 to Yr 12 Term 3 Wk 10)

All 2 Unit Board Developed Courses must be studied for a minimum of 120 hours. On the current College timetable, this equates to 8 lessons per fortnight. Any 1 Unit Board Developed Courses must be studied for a minimum of 60 hours. On the current College timetable, this equates to 4 lessons per fortnight.

All students undertaking the Preliminary Course MUST enrol in at least 11 units of Preliminary courses plus at least 1 unit of Religion.

Students wanting to undertake the study of Extension courses in either English or Mathematics will need to seek Advice from the respective LoLT.

At the end of the Year 11 Preliminary Course students will be allowed to adjust their pattern of study as long as they have sufficient units to satisfy the eligibility requirements for the Higher School Certificate. Students will not be allowed to discontinue their Religion course from their pattern of study.

ALL MY OWN WORK

HSC: All My Own Work is a program required by NESA for all students who are entered for the Higher School Certificate in one or more courses with an external examination. AMOW is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

NESA has directed that school Principals will need to certify on the *HSC Confirmation of Entry – Principal's Certification* form that they sign and submit in conjunction with the confirmed HSC entries from their school that all students have satisfactorily completed the *HSC: All My Own Work* program or its equivalent.

The program is designed to be delivered flexibly as self-paced learning modules and is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The ATAR helps universities rank applicants for selection into their courses.

The ATAR is a rank, not a mark. It is a number between 0.00 and 99.95 and indicates a student's position relative to all the students who started high school with them in Year 7. So, an ATAR of 80.00 means that you are 20% from the top of your Year 7 group, not your Year 12 group. (See the Universities Admissions Centre website at www.uac.edu.au)

Eligibility

Satisfactory completion of at least 10 units of ATAR courses is required. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed

Calculation

Your ATAR is based on an aggregate of scaled marks* in 10 units of ATAR courses comprising your:

- best two units of English and
- best eight units from the remaining units.

No more than two units of Category B courses can be included. The universities categorise Board Developed Courses as either Category A or Category B.

Category B courses delivered to MacKillop Catholic College students are:

- Business Services
- Construction
- Entertainment Industry
- Hospitality - Kitchen Operations
- Mathematics Standard 1
- English Studies

If students want the result from a Category B course to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination (inclusion of these results is also subject to the ATAR Rules).

Most eVET courses (VET courses delivered externally to the College eg TAFE) do not count towards the ATAR. Students studying eVET courses must check prior to enrolment if they intend on qualifying for the ATAR. The Fitness course delivered at MacKillop does not count towards an ATAR.

HSC marks	ATAR
Provide information about how well you have achieved in each of the courses you have completed.	Provides information about how well you have performed overall against other students.
The HSC Record of Achievement and course report provides a profile of your performance in the different courses you have studied.	Allows you to be compared with students who have completed different combinations of courses.
HSC marks are reported against standards.	Is a rank, not a mark.
HSC marks are provided by NESA.	Is provided by UAC. For the purpose of University enrolments.

CHANGE OF SUBJECTS/ COURSE/UNITS FOR THE PRELIMINARY COURSE

Students studying a Preliminary course may not change subjects or courses unless the Principal is satisfied that they will be able to complete all Preliminary course requirements, including assessment requirements.

Students changing from Extension 1 Mathematics to Mathematics Advanced or Extension 1 English to Advanced English must be able to select a 1 Unit course and satisfy the Principal that all the requirements for this course can be met.

Students wishing to change subjects **must** complete the [Change of Subject Form](#). This form needs to be signed by the parents, the relevant LoLTs, VET / Careers Coordinator and the Leader of Curriculum.

GRANTING OF APPROVED LEAVE

Granting of leave is a matter for the Principal to determine. The Principal has discretion in granting leave provided that he is satisfied that the reason for the absence is not substantial and that the progress of the student towards course outcomes will not be unduly affected.

Except in extraordinary circumstances, leave will not be granted from any Preliminary HSC Assessment Tasks.

If a student needs to take leave from an assessment task, they **must apply in writing to the Principal at least 2 weeks prior to departure** providing clear evidence as to why leave should be given. Students must wait until the Principal has given permission, before taking leave. Students should not automatically assume leave has been granted. If leave is granted from an assessment task, the LoLT will make a decision about the consequences for the student and the task. These may include allowing them to complete the same task at another time OR complete an alternative task at another time OR being provided an estimate based upon evidence of progress through the duration of the course.

Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up. Students granted leave will be issued with a leave form by their Pastoral Coordinator which must be completed and returned prior to the student going on leave.

ACCUMULATION OF PRELIMINARY AND HSC COURSES

There is no time restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. It will apply regardless of whether the student defers studies for one or more years during the five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

Students who are accumulating courses will receive a Record of Achievement, these cumulative transcripts record all Preliminary or HSC courses satisfactorily completed, including repeat attempts.

On completion of the accumulation, all patterns of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation. Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

Accumulation of Extension courses

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. Extension courses within the VET Curriculum Frameworks may only be undertaken as Preliminary and/or HSC courses by students who are enrolled in, or have completed, the corresponding 240-hour course. While NESAs will make every effort to give reasonable notice of changes to courses, students who choose to accumulate Extension courses must be prepared to accommodate such changes.

Repeating

A candidate may repeat one or more HSC courses but must do so within the five-year accumulation period. All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement. Students should note that UAC only recognises the most recent attempt as being eligible for inclusion in the calculation of the ATAR.

Implications of repeating

Students who are repeating a course within the five-year accumulation period, the latest attempt will void all previous results in that course for ATAR calculation purposes.

For students who have completed a 2 unit course and a related Extension course and who wish to change to another course in the same subject area (eg HSC English (Advanced) and HSC English Extension 1 to HSC English (Standard)) the latest attempt will void all previous results in that subject for ATAR calculation purposes.

A student who completes a 2 unit Continuers or Background Speakers language course is not permitted to undertake a 2 unit Beginners course in the same language as a repeat candidate.

Repeating and/or accumulating in Mathematics and English Extension courses

Whether or not a student has accumulated or repeated Extension course 1 and/or Extension course 2, no more than four units each of Mathematics and English may be counted for Higher School Certificate eligibility. The Record of Achievement reports every unit of Mathematics and English presented for examination by year. The student's latest completed course(s) will be considered for the ATAR.

Repeating a submitted work

Students who repeat a course where a submitted work or project is required may not resubmit a work or project that was entered and marked in a previous year without the special permission of NESAs.

APPEALS

Procedures for Appeals against 'N' Determinations

Where a Principal has determined that a student is to be issued with an 'N' in any course, the Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the Principal's determination. NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to NESAs, the completed Principal's Determination form should be retained at the school.

Completion of appeal forms

If a student appeals to the school and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal should be retained at the school. The Office of NESAs must be advised so that the 'N' determination may be removed and the alternative grade/assessment mark recorded.

If the student's appeal is unsuccessful at the school level, the Principal's Determination form, the Student Appeal, the School Review – Principal's Report form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs in which case all forms and copies of warning letters must be sent to NESAs for review of the appeal.

Procedures for Student Appeals against a School

School review of assessments

Details of review procedures are the responsibility of individual schools. NESAs's recommended procedures to be employed within schools are outlined below:

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- the weightings specified by the school in its assessment program conform with the NESAs's requirements as detailed in the syllabus packages;
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular,
- the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
- there are no computational or other clerical errors in the determination of the assessment mark.
- Provided the school is satisfied that these conditions have been met, no change to the assessment will be made. (<http://ace.bos.nsw.edu.au/ace-11011>)

The school must inform students of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

Student Dissatisfaction with Assessment Marks

If a student is dissatisfied with a mark and/or assessment task, they must discuss this with the LoLT concerned as soon as possible after the result has been communicated and ideally, within 2 days.

- If they are still not satisfied, he/she should speak to the Leader of Curriculum
- If the situation has not been resolved, parents should write a formal letter to the Principal detailing concerns;
- A committee will be formed comprising the LoLT, Leader of Curriculum, Assistant Principal and/or Principal to consider all aspects of the appeal.
- Parents will be informed in writing of the school's decision.

Appeals to NESA

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

(a) the school review process was adequate for determining items

(b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit.

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

Students' evidence and reasons supporting appeals

Relevant evidence might include information about:

- the school's stated assessment program;
- the assessment program as actually implemented;
- feedback given to the student about his or her performance in assessment tasks;
- the adequacy of the procedures used in the school review;
- the propriety with which it was conducted. Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal. (<http://ace.bos.nsw.edu.au/ace-11014>)

When consideration is made to student appeals and the matters surrounding the Appeal are not clear cut, the Leader of Curriculum will follow the Christian principle.....

"caritas urget, justitio ordo".

The matter may be decided on charitable grounds so long as it does not create an injustice to others.

STUDENT RIGHTS & RESPONSIBILITIES

A student must work with diligence and sustained effort in order to pass the course; this is a NESAs rule.

- Disruptive behaviour does not demonstrate diligence and sustained effort in the classroom environment.
- Repeated failure to complete homework does not demonstrate diligence and sustained effort.
- Non-serious attempts at assessment do not demonstrate diligence and sustained effort.
- Unexplained and constant absence from class does not demonstrate diligence and sustained effort.

Students have the right to:

- be informed of the assessment policies of the school and NESAs;
- receive clear guidelines relating to the requirements of each assessment task
- receive meaningful feedback that assists them to review their work
- query the mark for an individual task at the time of its return.

A student is expected

- to become familiar with and follow the assessment requirements set by the school;
- sign and acknowledge the receipt of all mandatory assessment tasks
- complete all set tasks on time, or talk to teachers about what is required;
- avoid behaviour which could be considered cheating, including plagiarism;
- follow up any concerns with tasks at the time they are marked and returned.

If a student has prior knowledge of being absent for an assessment task, the matter must be discussed with the Leader of Curriculum (as outlined in the Assessment Policy). Any Leave must be approved by the Principal. An extension of time may be considered.

It is the responsibility of any student who is/has been absent :

- to find out if any assessment tasks have been announced.
- to report to the Leader of Curriculum on the first day back in school, to collect an Illness Misadventure Form.
- to produce a doctor's certificate, where illness is involved
- to produce evidence that is satisfactory to the Principal explaining the absence.

Where a student completes an assessment task either at home or in school, but feels he/she has been disadvantaged by illness or misadventure the students must approach the Leader of Curriculum, with the appropriate documentation.

Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period. All of the above rules for assessment apply.

SCHOOL RIGHTS & RESPONSIBILITIES

- i. To publish an assessment calendar to be distributed to all Stage 6 students
- ii. An assessment task may be declared null and void and the students may be asked to complete a different task. This may occur because the task failed to discriminate because some students had an unfair advantage e.g. they had been given the question beforehand or many in the group plagiarised the task. If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference;
- iii. A minimum notice of two weeks will be given for the exact date of an assessment task;
- iv. A student will not perform more than two test-type assessment tasks per day [with the exception of the examination period];
- v. There is an assessment free period of one week prior to formal exam weeks;
- vi. Vacations taken outside normal school holidays will not be accepted as a valid reason for absence from an assessment task, unless the leave has been approved by the Principal and appropriate arrangements have been made.
- vii. A zero mark may be awarded in the event of :
 - o Proven dishonesty or malpractice
 - o Evidence of plagiarism
 - o A non-serious attempt at an assessment
 - o Failure to follow the correct procedure when either away on the day of a 'test-type' task or submission of an assessment task
- viii. If a candidate has been given zero marks because of failure to complete assessment tasks worth more than 50% of the final course assessment marks, an N (non-completion of course) determination will be considered and the student will not be able to proceed in this course to the HSC.
- ix. An assessment review committee may be formed to decide on the appropriate action, if an appeal has been made.

STAGE 6: ASSESSMENT POLICY & PROCEDURES

The MacKillop Catholic College Assessment Policy is based on the writings of St Paul in his 2nd letter to the Philippians. The Christian virtues of *justice, charity, compassion* and *redemption* are embedded in the assessment policy.

"If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others."

St. Paul, 2 Philippians 1-4

The Stage 6 Assessment Policy has been developed from NESAs - *A Guide to HSC Assessment: HSC Assessment in a Standards Reference Framework*.

Stage 6 HSC Course Assessment Program

All students will receive this Assessment Handbook which covers all NESAs mandatory requirements to successfully complete the Stage 6 HSC Course.

Students must receive a copy of the Assessment Schedule for each Stage 6 HSC Course. These schedules are within this handbook and they indicate;

- The date (Term/Week) for the task
- The weighting for the task
- The nature of the task
- Outcomes to be assessed for the task

All students in Stage 6 HSC Courses must be notified of an Assessment Event in writing,

- at least two weeks prior to the due date,
- indicating the nature of the task and the outcomes it is seeking to assess,
- date of issue
- the marking criteria that will be applied
- any alteration to the Assessment calendar needs to be conveyed to parents and students in writing

If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference.

Assessment Marks

Assessment tasks undertaken during the Preliminary component of a course do not contribute directly to the Higher School Certificate. The main purpose of the *Preliminary Assessment Mark* is to determine whether students are eligible to progress to the HSC component – a student whose achievement does not meet progression criteria is not able to continue in that course and faces the risk of having to repeat.

The School derives the *Preliminary Assessment Mark* for each student by adding the weighted marks from all formal assessment tasks for the Preliminary component of that course (to a maximum mark of 50 for a 1 Unit course, 100 for a 2 Unit course), these results will then be used for grading the students A to E. These Grades are submitted to NESAs as part of the student's Record of Achievement.

Variation from the published assessment schedule/ calendar

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the LoLT will negotiate a new date with the Leader of Curriculum and advise the students in writing. Wherever feasible the LoLT will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that;

- the date will not generally be made earlier than that originally advised
- the weighting of the Task in the overall Assessment Program will not be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

Other variations from the published student assessment schedule, including assessable Outcomes for a specific task, may be altered at the discretion of the LoLT as long as students have received the alterations in writing (on the Assessment Information Sheet) at the issuing of the task.

Invalid or Unreliable Tasks

An Assessment task and its results, that is deemed to be **invalid**, due to an administrative problem, or **unreliable**, failing to discriminate between students or assess the desired outcomes, by the LoLT in consultation with the Leader of Curriculum and the Principal may be set aside and an alternate task be set.

Both students and parents will be notified in writing of this decision.

An alternate task will be set, marked and the results recorded on COMPASS.

The original tasks and results will be held by the Leader of Curriculum in case of appeal.

Submission of tasks

All assessments (other than class tests/oral presentations/folios/3D models), must be submitted by the student personally to the Assessment Box located near the staff study no later than 9.00am on the nominated due date. **No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member.** If a student is absent on the day and the Assessment is brought to school by someone else – they must personally lodge it into the Assessment Box (this box is locked at all times). Therefore, no responsibility is taken for a misplaced Assessment Task.

What if I am absent from an assessment task?

The first thing the College will do is to establish if you were absent for a valid reason. If your absence was not for a valid reason, you will receive a zero mark for the task.

Remember..... It is your responsibility to contact the school, provide evidence and find out the course of action to be taken, to ensure you don't get penalised.

PLANNED ABSENCE – if you know in advance that you will be absent from an Assessment Task or Exam due to illness then the Illness / Misadventure Appeal needs to be completed prior to the time scheduled for the task. If the absence is due to a holiday or other planned event then the student must apply for Principal's Leave at least 2 weeks prior.

UNPLANNED AND UNFORESEEN ABSENCE - If you are absent on the day then you must:

1. Contact the School (4392-9399) by 8.30am on the day itself and leave a message for the Leader of Curriculum.
2. Gather evidence to justify your absence eg. Doctor's certificate, police report (car accident). A note from a parent will not suffice.
3. On the first day you return to the College, submit the [Illness / Misadventure Appeal](#) to the Leader of Curriculum. If the Leader of Curriculum is absent see the Assistant Principal and if the Assistant Principal is absent see the Principal. During an exam period this would be the first day you are fit or well enough to continue with exams. You must bring with you a letter from home AND the evidence to show your absence was legitimate eg. in the case of sickness a doctor's certificate that states the absence and that you were in no condition to do the task on the day. For reasons other than illness, some other form of evidence is required.

The Leader of Curriculum will indicate on the Illness Misadventure Appeal what course of action will be taken, you will be notified of the decision.

- In most circumstances, you will be required to complete the missed task or a substitute task as soon as possible at a time decided by the LoLT. The raw mark may be used to assist in determining an estimate.
- In exceptional circumstances an estimate may be calculated. This estimate will be finalized at the completion of the course and will be based on your performance in other *similar* completed tasks; or
- The award of zero will stand if the absence is not judged to be valid or if you have not followed the procedures set out in this document.

Submitting hand-in tasks late.

All take home type assessment tasks must be submitted (via the assessment box) by 9.00am unless alternative arrangements have been specified on the Assessment Information Sheet. Any tasks submitted after 9.00am or the arranged time will be deemed LATE. If a student has not applied for and been granted an extension of time for the submission of an assessment task from the Leader of Curriculum, a 20% penalty per day will apply for each day that the assessment task is late. Weekends will receive a 40% penalty. This penalty is applied to the mark you gained for the Assessment Task.

Late attendance to an examination or other in-class task.

Students who arrive late for an in-class type assessment task, must still report to the class and attempt the assessment task. No extra time will be provided for students that arrive late to class for any assessment task. At the conclusion of the task, if a student believes that circumstances beyond their control have occasioned the lateness, they should report to the Leader of Curriculum's office and complete an Illness Misadventure Form.

Students who arrive late for a school examination must complete and submit an Illness Misadventure Form. The Leader of Curriculum will determine an appropriate course of action based on the evidence supplied by the student. In general, the procedures of NESAs will be followed, *i.e.* students may only be admitted to an examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal school examinations, the Leader of Curriculum may exercise discretion in this regard; for external / public examinations no such discretion is available.

What if I think my performance in a task has been affected by illness or misadventure?

NESA states it is not possible for the school to compensate for the effect of an existing illness or misadventure on your performance during a task. For example, if you are ill and you attempt a task then your mark for that task cannot be adjusted to compensate for your illness.

Students who are so ill that they believe their performance will be adversely affected are advised to remain at home, obtain a medical certificate and follow the procedure outlined for being absent.

Students who become ill during an Assessment Task should advise the supervisor. If they are unable to continue they will be sent to sick bay, parents contacted and the student will need to obtain a Medical Certificate.

Students who experience some misadventure (eg car accident) on the way to an Assessment Task are to immediately inform the Front Office by phone or upon arrival at the College. The Leader of Curriculum will decide what steps are to be taken.

Technical failures related to computing equipment will not constitute sufficient grounds for the granting of an extension or Misadventure. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies. If a student encounters difficulties of this nature they are to report this to the Leader of Curriculum and make alternative arrangements to submit the task.

Students will **not** be granted an extension due to technical problems.

Holiday Leave

Students intending on taking Leave must apply in writing to the Principal at least two weeks prior. As part of the application students must consult with LoLTs to make arrangements for any assessment tasks. Generally, all hand in tasks must be completed prior to the Leave.

Extensions

Extensions will only be granted by the Leader of Curriculum in the most exceptional circumstances. Students must apply **three (3) days in advance** in writing (supplying documented evidence to validate the claim for the extension). The Leader of Curriculum will consult with the relevant LoLT before making any decision.

Plagiarism

Plagiarism refers to the practice of presenting the ideas of another person as your own.

Examples of plagiarism include:

- Downloading information from the Internet and presenting this as your own work.
- Taking information from a published source (encyclopedia, book, magazine etc) without acknowledgment.
- Copying another student's work
- Getting help or ideas from another person without acknowledging this.
- Whenever you quote information word for word, you must place quotation marks around the quote and you must acknowledge the author. Reference to the text the quote was taken from should be included in your Bibliography.

Students who commit plagiarism in assessment tasks may receive zero for that task.

Non attempt

A 'non-attempt' for a task includes non submissions, late submissions, plagiarism, non genuine attempt at the task and failure to follow the above procedures. A non-attempt will result in a N Award Warning Letter being issued.

Students will be deemed unsatisfactory in a given course if they fail to make a valid attempt at more than 50% of the Assessment Tasks and this may make the student ineligible for an HSC.

Suspension from School

If a student is suspended from School, they must assume they will complete all assessment tasks subject to the same conditions as other students – the same tasks in the same time period under the same rules.

In the case of an 'in-class' test or examination task students will be directed by the school to either; –

- return to School to complete the task at a time and place designated by the Leader of Curriculum
- complete a task under supervision at a separate venue and return it to School via;
 - another person (not a student) OR
 - email – forwarded to the Leader of Curriculum at russell.jones@dbb.catholic.edu.au OR
 - Express Post. MacKillop Catholic College PO Box 4367 Lake Haven 2263

Students suspended from school and decline the opportunity to attempt and submit an 'in-class' test type or examination will be awarded a zero.

In the case of take home type of assessment task –

- submit the task to the Leader of Curriculum by the due date via;
 - another person (not a student) OR
 - email – forwarded to the Leader of Curriculum at russell.jones@dbb.catholic.edu.au OR
 - Express Post. Mackillop Catholic College PO BOX 4367 Lake Haven 2263

Students suspended from school will **not** be eligible for an extension and if an assessment task is not submitted by the date due it will be considered as being late and attract a 20% per day penalty (40% weekend)

STAGE 6 EXAMINATION RULES & PROCEDURES

Before exam assembly

Students must assemble at least 20 minutes before the advertised starting time of the exam (outside the venue for the exam) and be ready to enter the Examination room.

Equipment requirements

Students must have organised the following equipment and stored in a clear plastic sleeve;

- All equipment MUST be free from graffiti.
- black pens, pencil, eraser, ruler
- calculator (NESA approved)

During exams students will not be allowed to borrow equipment from other students.

Pencil cases are not permitted in the exam room.

Student numbers

All students are to use their NESA number as a means of identification on all exam papers

Malpractice/ cheating

Students caught either taking notes into the exam room or gaining any other unfair advantage – this will be considered as malpractice and awarded a zero grade for that exam

Students turning around or communicating with other students - this will be considered as inappropriate behaviour & gaining an unfair advantage. This type of action will be considered as malpractice.

Illness on the day of the examination

Refer to the Assessment Policy of this handbook for the correct procedure to follow.

Late attendance at an assessment task or examination

Students who arrive late for a school examination must complete and submit an Illness Misadventure Form. The Leader of Curriculum will determine an appropriate course of action based on the evidence supplied by the student. In general, the procedures of NESA will be followed, *i.e.* students may only be admitted to an examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal school examinations, the Leader of Curriculum may exercise discretion in this regard; for external / public examinations no such discretion is available.

Behaviour during the exam

- Students will enter the exam room in silence and sit in the allocated place. Any form of communication between students will be considered as malpractice.
- Students will not be allowed to leave the exam room and go to the toilet during the first and last 30 minutes of any scheduled examination.
- Students will not be allowed to leave any examination early.
- Students making reference to notes whilst in the exam room will be considered as having an unfair advantage and will be awarded a zero for the test
- Students turning around or communicating with others will be considered as engaging in inappropriate behaviour & gaining an unfair advantage; this will be considered as malpractice.
- Students should ensure that they been to the toilet before the exam commences
- Students will not be allowed to leave the exam room early. They must remain seated and not disturb other students. Students deliberately disturbing or distracting other students during any part of the exam will jeopardize their paper being marked
- Graffiti of any description on exam papers will not be tolerated. Exam papers defaced, or containing any form of graffiti will not be marked

At the conclusion of the exam, the supervising teacher will collect all the test materials.



PRELIMINARY HSC COURSE Assessment Schedules 2023

The following pages contain a concise summary for all the mandatory assessment tasks for the Year 11 Preliminary Course.

All assessment schedules are based on NESA syllabus requirements for each course.

Important points to note

- Times for all assessment tasks are approximate. Exact dates will be noted on the relevant Assessment Notification.
- All students will receive and sign for the Assessment Notification Sheet.
- Outcomes assessed may vary depending on the content covered.
- If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference.

ANCIENT HISTORY

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor
AH11-1	describes the nature of continuity and change in the ancient world
AH11-2	proposes ideas about the varying causes and effects of events and development
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 8	AH11-6 AH11-7 AH11-9 AH11-10	Source analysis Investigating Ancient History	15	10		5	30
Term 2 Week 7	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	Research and essay Historical Investigation	5	5	15	5	30
Term 3 Week 8	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	Preliminary Examination	20	5	5	10	40
		TOTAL	40	20	20	20	100

BIOLOGY

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
11/12-5	analyses and evaluates primary and secondary data and information
11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

COMPONENTS / WEIGHTINGS

A	Skills in Working Scientifically	60
B	Knowledge and Understanding	40

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term / Week	Focus Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 8	11/12-5, 11/12-6, 11/12-7,11-8	Module Unit Test	10	20	30
Term 2 Week 2-5	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7,11-11	Depth Study: Fieldwork Report	35	5	40
Term 3 Week 8	11/12-4, 11/12-5, 11/12-6, 11/12-7, 11-8, 11-9, 11-10, 11-11	Preliminary Examination	15	15	30
		Total	60	40	100

BUSINESS STUDIES

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
P1	discusses the nature of business, its role in society and types of business structure
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 10	P1, P2, P3,	Short Responses Nature of Business	10	10		5	25
Term 2 Week 9	P1, P7,P8, P9	Case Study- Report Business Management	10	5	10	10	35
Term 3 Week 8	P3,P5, P4, P6, P8, P9, P10	Preliminary Examination Business planning	20	5	10	5	40
		TOTAL	40	20	20	20	100

CHEMISTRY

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
11/12-5	analyses and evaluates primary and secondary data and information
11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
11-11	analyses the energy considerations in the driving force for chemical reactions

COMPONENTS / WEIGHTINGS

A	Skills in Working Scientifically	60
B	Knowledge and Understanding	40

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice

Term / Week	Focus Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 6	11/12-1,11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7,11-8	Research and Presentation - Chemical structures	20	10	30
Term 3 Week 3	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7,11-10	Depth Study Practical Investigation and Report - Rates of Reaction	30	10	40
Term 3 Week 8	11/12-4, 11/12-5, 11/12-6, 11/12-7, 11-8, 11-9, 11-10, 11-11	Preliminary Examination	10	20	30
		Total	60	40	100

COMMUNITY & FAMILY STUDIES

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the inter-relationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision-making
7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
7.2	develops a sense of responsibility for the wellbeing of themselves and others
7.3	appreciates the value of resource management in response to change
7.4	values the place of management in coping with a variety of role expectations

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research methodology, analysing and communicating	60

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1, Week 10	P1.1, P4.1, P4.2, P6.1	Interview & Report	10	20	30
Term 2, Week 8	P1.2, P2.4, P6.2, 7.4	Conflict Resolution in Families	10	20	30
Term 3, Week 8	P2.1,P2.2, P2.3, P2.4	Preliminary Examination	20	20	40
		TOTAL	40	60	100

DANCE

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
	Through activities in performance, composition and appreciation, a student :
P1.1	understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	understands the use of dance terminology relevant to the study of dance as an artform
P1.3	develops the skills of dance through performing, composing and appreciating dance
P2.1	identifies the physiology of the human body as it is relevant to the dancer
P2.2	identifies the body's capabilities and limitations
P2.3	recognises the importance of the application of safe dance practice
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices
P3.1	identifies the elements of dance composition
P3.2	understands the compositional process
P3.3	understands the function of structure as it relates to dance composition
P3.4	explores the elements of dance relating to dance composition
P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	structures movement devised in response to specific concept/intent
P4.1	understands the socio-historic context in which dance exists
P4.2	develops knowledge to critically appraise and evaluate dance
P4.3	demonstrates the skills of gathering, classifying and recording information about dance
P4.4	develops skills in critical appraisal and evaluation

COMPONENTS WEIGHTINGS

A	Core Performance	40
B	Core Composition	30
C	Core Appreciation	30

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 9	P1.2, P2.1, P2.2, P2.3, P2.4, P2.5	Performance and Filmed Interview	30			30
Term 2 Week 7	P1.1, P1.2, P1.3, P 3.1, P3.2, P3.3, P3.4, P3.5, P4.3	Group Composition	10	30		40
Term 3 Week 8	P1.3, P4.1, P4.2, P4.3, P4.4	Preliminary Examination			30	30
		TOTAL	40	30	30	100

DRAMA

Value: 2 Units Category: A

Code	Descriptor
	Through Drama, students will develop knowledge and understanding about and skills in:
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P3.1	Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

COMPONENTS/ WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically Studying	30

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 7	P1.1, P1.2, P1.3, P1.5, P1.6	Devised Performance and logbook	30		10	40
Term 2 Week 8	P1.4, P2.1, P2.2, P2.3, P2.4	Production Project	10	30		40
Term 3 Week 8	P3.1, P3.2, P3.3	Preliminary Examination			20	20
		TOTAL	40	30	30	100

DESIGN AND TECHNOLOGY

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions
P4.3	evaluates the processes and outcomes of designing and producing
P5.1	uses a variety of management techniques and tools to develop design projects
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	evaluates and uses computer-based technologies in designing and producing

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing and producing major projects	60

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 7	P1.1 P2.1 P5.3 P6.1	Research Project	20		20
Term 3 Week 6	P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.1 P6.2 P3.1 P2.2	Mini Design Project		50	50
Term 3 Week 8	P1.1 P2.2 P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3	Preliminary Examination	20	10	30
		TOTAL	40	60	100

ENGLISH (STANDARD)

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
<p>Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing</p>	
EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<p>Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context</p>	
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<p>Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical</p>	
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
<p>Objective D Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world</p>	
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
<p>Objective E Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English</p>	
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH (STANDARD)

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of the course	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50

Term/ Week	Outcomes	Task	Component		Weight
			A Knowledge	B Skills	
Term 1 Week 10	EN11-3, EN11-5 EN11-6 EN11-9	Reading to Write	15	15	30
Term 2 Week 9	EN11-1, EN11-3 EN11-5, EN11-8	Contemporary Possibilities	20	20	40
Term 3 Week 8	EN11-1, EN11-2 EN11-3, EN11-5 EN11-7	Close Study of Literature	15	15	30
		TOTAL	50	50	100

ENGLISH STUDIES

Value: 2 Units Category: B

OUTCOMES

A student	
Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing	
ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context	
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical	
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
Objective D Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world	
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
Objective E Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English	
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

ENGLISH STUDIES

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of the course	50
B	Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50

Term/ Week	Outcomes	Task	Component		Weight
			Knowledge	Skills	
Term 1 Week 10	ES11-1, ES11-3, ES11-6, ES11-9	Mandatory Module: Achieving through English Work Portfolio	15	15	30
Term 2 Week 9	ES11-2, ES11-6, ES11-7, ES11-8	Module 1	15	15	30
Term 3 Week 9	ES11-1, ES11-4, ES11-5, ES11-9, ES11-10	All Modules Collection of classwork	20	20	40
		TOTAL	50	50	100

ENGLISH (ADVANCED)

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing	
EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context	
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical	
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
Objective D Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world	
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
Objective E Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English	
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH (ADVANCED)

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of the course	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50

Term/ Week	Outcomes	Task	Component		Weight
			Knowledge	Skills	
Term 1 Week 10	EA11-3, EA11-5, EA11-6 EA11-9	Reading to Write	15	15	30
Term 2 Week 9	EA11-1, EA11-2 EA11-3, EA11-5, EA11-7, EA11-9	Narratives that Shape our World	20	20	40
Term 3 Week 8	EA11-1, EN11-3, EN11-5, EN11-6 EN11-8	Critical Study of Literature	15	15	30
		TOTAL	50	50	100

ENGLISH (EXTENSION 1)

Value: 1 Unit Category: A

OUTCOMES

Code	Descriptor, a student:
Objective A Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: articulate understanding through speaking, listening, reading, writing, viewing and representing	
EE11-1	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
Objective B Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	
EE11-2	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
Objective C Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values	
EE11-3	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-4	develops skills in research methodology to undertake effective independent investigation
Objective D Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: express understanding of how cultural, historical and social contexts are represented in critical and creative texts	
EE11-5	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
Objective E Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: reflect on and evaluate their own processes of learning and creativity	
EE11-6	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of texts and why they are valued	50
B	Skills in complex analysis, composition and investigation	50

Term/ Week	Outcomes	Task	Component		Weight
			Knowledge	Skills	
Term 1 Week 9	EE11-2, EE11-3 EE11-6	Imaginative Response	15	15	30
Term 2 Week 9	EE11-1, EE11-2 EE11-3, EN11-5	Comparative Essay	15	15	30
Term 3 Week 9	EE11-1, EE11-2 EE11-3, EE11-4 EE11-5	Multimodal presentation	20	20	40
		TOTAL	50	50	100

EXPLORING EARLY CHILDHOOD

Value: 1 Unit Category: C

OUTCOMES

Code	Descriptor, a student:
1.1	analyses prenatal issues that have an impact on development
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4	analyses the ways in which family, community and culture influence the growth and development of young children
1.5	examines the implications for growth and development when a child has special needs
2.1	analyses issues relating to the appropriateness of a range of services for different families
2.2	critically examines factors that influence the social world of young children
2.3	explains the importance of diversity as a positive issue for children and their families
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	examines strategies that promote safe environments
3.1	evaluates strategies that encourage positive behaviour in young children
4.1	demonstrates appropriate communication skills with children and/or adults
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	demonstrates appropriate strategies to resolve group conflict
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	demonstrates an understanding of decision making processes
6.2	critically examines all issues including beliefs and values that may influence interactions with others
V1.1	displays a willingness to respond to the individual needs of young children and families
V1.2	interacts with children and adults in a positive non-judgemental and accepting manner
V2.1	appreciates the importance of facilitating responsible and supportive interactions with young children

EXPLORING EARLY CHILDHOOD

COMPONENTS / WEIGHTINGS

Knowledge and Understanding **50**
 Skills **50**

- A Core Module 1: Pregnancy and Childbirth – 30%
- B Core module 2: Child Growth and Development - 30%
- C Core Module 3: Promoting Positive Behaviour - 20%
- D Option Module: Starting School - 20%

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	A	B	C	D	Weight
Term 1 Week 10	1.1, 2.1, 5.1, V1.1	Preparing for Pregnancy In-Class Test	30				30%
Term 2 Week 7	1.2, 2.5, 4.2, 6.1, V1.1	Virtual Parenting – Performance, Log and Critical Evaluation		30			30%
Term 3 Week 9	1.3, 2.2, 2.5, 3.1, 4.1, 4.2, 4.3, V2.1	Design a Learning Experience (Promoting Positive Behaviour & Starting School – Group Task)			20	20	40%
		TOTAL	30	30	20	20	100

FOOD TECHNOLOGY

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
P1.1	Identifies and discusses a range of historical and contemporary factors which influence the availability of foods.
P1.2	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
P2.1	Explains the role of food nutrients in human nutrition.
P2.2	Identifies and explains the sensory characteristics and functional properties of food
P3.1	Assesses the nutrient value of meals/diets for particular individuals and groups.
P3.2	Presents ideas in written, graphic and oral form using computer software where appropriate.
P4.1	Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
P4.2	Plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
P4.4	Applies an understanding of the sensory characteristics and functional properties of foods to the preparation of food products.
P5.1	Generates ideas and develops solutions to a range of food situations.

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and Skills in designing, researching, analysing and evaluating	30
C	Skills in experimenting with and preparing food by applying theoretical concepts	30

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 9	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	Food Quality, experiment and preparation		10	20	30
Term 3 Week 4	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	Nutrition Investigation	10	10	10	30
Term 3 Week 8	P1.1, P1.2, P2.2 P4.4, P5.1	Preliminary Examination	30	10		40
		TOTAL	40	30	30	100

INDUSTRIAL TECHNOLOGY (TIMBER PRODUCTS AND FURNITURE INDUSTRIES)

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
P1.1	describes the organisation and management of an individual business within the focus area industry
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2	works effectively in team situations
P3.1	sketches, produces and interprets drawings in the production of projects
P3.2	applies research and problem-solving skills
P3.3	demonstrates appropriate design principles in the production of projects
P4.1	demonstrates a range of practical skills in the production of projects
P4.2	demonstrates competency in using relevant equipment, machinery and processes
P4.3	identifies and explains the properties and characteristics of materials/components through the production of projects
P5.1	uses communication and information processing skills
P5.2	uses appropriate documentation techniques related to the management of projects
P6.1	identifies the characteristics of quality manufactured products
P6.2	identifies and explains the principles of quality and quality control
P7.1	identifies the impact of one related industry on the social and physical environment
P7.2	identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40
B	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60

INDUSTRIAL TECHNOLOGY (TIMBER PRODUCTS AND FURNITURE INDUSTRIES)

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ week	Outcomes	Task	COMPONENTS		Weight
			A	B	
Term 2 Week 3	P1.2 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2	Decorative Box - Design, drawing, management and production unit.		40	40
Term 3 Week 2	P1.1 P1.2 P3.2 P3.3 P5.1 P5.2 P6.1 P6.2 P7.1 P7.2	Industry Study	20		20
Term 3 Week 8	P1.1 P1.2 P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2 P6.1 P6.2 P7.1 P7.2	Preliminary Examination	20	20	40
		TOTAL	40	60	100

INFORMATION PROCESSES & TECHNOLOGY

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
P1.1	describes the nature of information processes and information technology
P1.2	classifies the functions and operations of information processes and information technology
P2.1	identifies and describes the information processes within an information system
P2.2	recognises and explains the interdependence between each of the information processes
P3.1	identifies and describes social and ethical issues
P4.1	describes the historical development of information systems and relates these to current and emerging technologies
P5.1	selects and ethically uses computer based and non-computer based resources and tools to process information
P6.1	analyses and describes an identified need
P6.2	generates ideas, considers alternatives and develops solutions for a defined need
P7.1	recognises, applies and explains management and communication techniques used in individual and team-based project work
P7.2	uses and justifies technology to support individuals and teams

COMPONENTS / WEIGHTINGS

A	Introduction to Information Skills and Systems	20
B	Tools and Information Processes	50
C	Developing information systems	30

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.



Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 10	P1.1, P1.2, P2.1, P2.2, P3.1, P6.1, P6.2, P7.1	Research Project	20	15		35
Term 3 Week 3	P1.1, P2.1, P2.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	Data Collection and Analysis Project		20	15	35
Term 3 Week 8	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1	Preliminary Examination		15	15	30
		TOTAL	20	50	30	100

INVESTIGATING SCIENCE

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
NS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

COMPONENTS / WEIGHTINGS

A Skills in Working Scientifically 60%

B Knowledge and Understanding 40%

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice

Term / Week	Focus Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 9	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS11-8, INS11-9	Practical investigation Modules 1, 2	20	10	30
Term 2 Week 8	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9	Depth study research and presentation. Modules 2, 3	20	20	40
Term 3 Week 8	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11	Preliminary Examination	20	10	30
		Total	60	40	100

JAPANESE CONTINUERS

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	structures and sequences ideas and information
3.1	identifies and conveys the gist, main points, supporting points and detailed items of specific information
3.2	summarises main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitude or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects on significant aspects of language and culture

COMPONENTS / WEIGHTINGS

A	Listening	30	C	Speaking	20
B	Reading	30	D	Writing	20

ASSESSMENT TASKS

Outcomes assessed may vary depending on the content covered.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 10	1.1, 1.2, 1.3, 1.4, 3.1, 3.2	Listening & Responding, speaking task	20		10		30
Term 2 Week 10	2.1, 2.2, 2.3, 3.1, 3.2, 3.3,3.4, 3.5, 4.1, 4.2, 4.3	Reading & Responding, writing task		20		10	30
Term 3 Week 8	1.1, 1.2, 1.3 ,2.1, 2.2 ,2.3 ,3.1 ,3.2, 3.3, 3.4, 3.5, 3.6, 4.1,4.2,.4.3	All Topics Preliminary Examination	10	10	10	10	40
		TOTAL	30	30	20	20	100

LEGAL STUDIES

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
P1	identifies and applies legal concepts and terminology
P2	describes the key features of Australian and international law
P3	describes the operation of domestic and international legal systems
P4	discusses the effectiveness of the legal system in addressing issues
P5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6	explains the nature of the interrelationship between the legal system and society
P7	evaluates the effectiveness of the law in achieving justice
P8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9	communicates legal information using well-structured responses
P10	accounts for differing perspectives and interpretations of legal information and issues

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 2 Week 2	P1, P2, P3, P4	Research Task and written response The Legal System	10		10	10	30
Term 2 Week 10	P5, P6, P7, P8	Case Study -Oral report The Individual and the Law	10	10		10	30
Term 3 Week 8	P1, P2, P9, P10	Preliminary Examination All topics	20	10	10		40
		TOTAL	40	20	20	20	100

MARINE STUDIES

Value: 1 Unit Category: A

OUTCOMES

Code	Descriptor, a student
1.1	relates with a respectful and caring attitude to the ocean and its life forms
1.2	identifies the roles of individuals or groups involved in maritime activities
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
1.5	demonstrates an awareness of the value of the ocean as a source of historical information
2.1	appreciates the importance of effective management practice
2.2	works effectively within a group
2.3	communicates information by writing reports, giving short talks and contributing to discussions
3.1	evaluates information, situations, equipment manuals and written or manual procedures
3.2	collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
3.3	generates information from data by calculating, inferring, interpreting and generalising
3.4	carries out planned research activities using appropriate measurements, observations, classification and recording skills
4.1	identifies marine vocations and a range of leisure pursuits
4.2	appreciates marine environments as sources of employment and leisure
5.1	values the rules and operating principles of marine equipment and applies them
5.2	applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
5.3	interprets and follows instructions, with accuracy
5.4	selects, organises, assembles, dismantles, cleans, and returns equipment

COMPONENTS / WEIGHTINGS

A	Skills in Working Scientifically	50
B	Knowledge and Understanding	50

COURSE STRUCTURE

Core weighting	25%
Module weighting	75%

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term / Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 9	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 4.1, 5.2	Research Task	10	20	30
Term 2 Week 10	1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 4.2, 5.1, 5.2, 5.3, 5.4	Sea Bird Sighting logbook	20	10	30
Term 3 Week 8	1.1, 1.2, 1.3 1.4,, 2.1, 3.3, 4.1,	Preliminary Examination	20	20	40
		Total	50	50	100

MATHEMATICS STANDARD (1 & 2)

Value: 2 Units

Category: A - Standard 2, B - Standard 1

OUTCOMES

Code	Descriptor, a student:
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

COMPONENTS / WEIGHTINGS

A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
Outcomes assessed may vary depending on the content covered.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 9	MS11-1, 2, 3, 4, 5,8, 9,10	In class test	15	15	30
Term 2 Week 9	MS11-1, 2, 3, 4, 5 6 7, 9,10	Research Task	15	15	30
Term 3 Week 8	All outcomes	Preliminary Examination	20	20	40
		TOTAL	50	50	100

MATHEMATICS ADVANCED

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
MA11-2	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context

COMPONENTS / WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Outcomes assessed may vary depending on the content covered

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 9	MA11-1,2,8,9	In class test	15	15	30
Term 2 Week 9	MA11-1,3,8,9	Assignment/Investigation	15	15	30
Term 3 Week 8	All Outcomes	Preliminary Examination	20	20	40
		TOTAL	50	50	100

MATHEMATICS EXTENSION 1

Value: 1 Unit Category: A

OUTCOMES

Code	Descriptor, a student:
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

COMPONENTS / WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.
Outcomes assessed may vary depending on the content covered.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 10	ME11-1,2,6,7	In class Test with study notes	15	15	30
Term 2 Week 9	ME11-1,2,3,6,7	Assignment/Investigation	15	15	30
Term 3 Week 8	All outcomes	Preliminary Examination	20	20	40
		TOTAL	50	50	100

MODERN HISTORY

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student develops the skills to:
MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the pas
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 8	MH11-6 MH11-7 MH11-10	Source analysis Investigating Modern History	15	10		5	30
Term 2 Week 10	MH11-6 MH11-7 MH11-8 MH11-9	Research and essay Historical Investigation	5	5	15	5	30
Term 3 Week 8	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9	Preliminary Examination	20	5	5	10	40
		TOTAL	40	20	20	20	100

MUSIC 1

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, <i>through activities in performance, composition, musicology and aural, a student :</i>
P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of the topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism

COMPONENTS / WEIGHTINGS

A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 8	P1, P4, P5, P6, P7, P8	Aural Examination, Performance and Viva Voce	10		10	10	30
Term 2 Week 8	P2, P3, P4, P6, P7, P8	Composition and Musicological Research		25	15		40
Term 3 Week 8	P1, P4, P5, P6, P7, P8	Aural Examination and Performance	15			15	30
		TOTAL	25	25	25	25	100

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Value: 2 Units Category: A

OUTCOMES

Code	Descriptor, a student:
P1	Identifies and examines why individuals give different meanings to health
P2	Explains how a range of health behaviours affect an individual's health
P3	Describes how an individual's health is determined by a range of factors
P4	Evaluates aspects of health over which individuals can exert some control
P5	Describes factors that contribute to effective health promotion
P6	Proposes actions that can improve and maintain an individual's health
P7	Explains how body systems influence the way the body moves
P8	Describes the components of physical fitness and explains how they are monitored
P9	Describes biomechanical factors that influence the efficiency of the body in motion
P10	Plans for participation in physical activity to satisfy a range of individual needs
P11	Assesses and monitors physical fitness levels and physical activity patterns
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings [Option1]
P13	Develops,refines and performs movement compositions in order to achieve a specific purpose [Option 2]
P14	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities [Option 4]
P15	Forms opinions about health-promoting actions based on a critical examination of relevant information
P16	Uses a range of sources to draw conclusions about health and physical activity concepts
P17	Analyses factors influencing movement and patterns of participation

TOPICS

Core Module 1: Better Health for Individuals

Core Module 2: The Body in Motion

Option 1: First Aid

Option 3: Fitness Choices

COMPONENTS / WEIGHTINGS

A Knowledge and Understanding **40**

B Critical thinking, research, analysis & communicating **60**

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 10	P10, P11, P12, P16, P17	Fitness Choices and First-Aid Analysis	10	20	30
Term 2 Week 9	P1-P4,P6, P15, P16	Case study research task and in-class written response	10	20	30
Term 3 Week 8	P1-P12, P15, P16, P17	Preliminary Examination	20	20	40
		TOTAL	40	60	100

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Value: Unit Category: Content Endorsed Course

OUTCOMES

Code	Descriptor, a student :
M1	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M2	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
C1	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
C2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
C3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
C4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
C5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

COMPONENTS / WEIGHTINGS

A	Making	70
B	Critical and historical studies	30

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	A	B	Weight
Term 1 Week 10	M1-M6 C1-C5	Making and Critical and historical study	20	5	25
Term 2 Week 10	M1-M6 C1-C5	Making and Critical and historical study	20	5	25
Term 3 Week 8	M1-M6 C1-C5	BOW and Preliminary examination	30	20	50
		TOTAL	50	50	100

PHYSICS

Value: 2 Units

Category: A

OUTCOMES

Code	Descriptor, a student:
11/12-1	develops and evaluates questions and hypotheses for scientific investigation
11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
11/12-5	analyses and evaluates primary and secondary data and information
11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

COMPONENTS / WEIGHTINGS

A	Skills in Working Scientifically	60
B	Knowledge and Understanding	40

TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term / Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 6	11/12-4, 11/12-5, 11/12-7, 11/12-8	Depth study	20	10	30
Term2 Week 5	11/12-2, 11/12-3, 11/12-6, 11/12-6, 11-9	Practical Investigation and Report	30	10	40
Term 3 Week 8	11/12-1, 11/12-5, 11/12-6, 11/12-7, 11/12-8, 11/12-9, 11/12-10, 11/12-11	Preliminary Examination	10	20	30
		Total	60	40	100

SOCIETY AND CULTURE

Value: 2 Units

Category: A

OUTCOMES

Code	Descriptor, a student:
P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures
P6	differentiates between social and cultural research methods
P7	selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	plans and conducts ethical social and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 9	P1, P3, P7, P9, P10	Research Task The Social and Cultural World	10	10	10	30
Term 2 Week 8	P1, P2, P3, P5, P8, P10	Oral Presentation Personal and Social Identity	20	10		30
Term 3 Week 8	P1,P3, P4 ,P6, P8, P9	Preliminary Examination	20	10	10	40
		TOTAL	50	30	20	100

SPORT LIFESTYLE AND RECREATION

Value: 1 Unit **Category:** Content Endorsed Course

OUTCOMES

Code	Descriptor, a student:
P1.1	applies the rules and conventions that relate to participation in a range of physical activities
P1.2	explains the relationship between physical activity, fitness and healthy lifestyle
P1.3	demonstrates ways to enhance safety in physical activity
P1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
P1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
P1.6	describes administrative procedures that support successful performance outcomes
P2.1	explains the principles of skill development and training
P2.2	analyses the fitness requirements of specific activities
P2.3	selects and participates in physical activities that meet individual needs, interests and abilities
P2.4	describes how societal influences impact on the nature of sport in Australia
P2.5	describes the relationship between anatomy, physiology and performance
P3.1	selects appropriate strategies and tactics for success in a range of movement contexts
P3.2	designs programs that respond to performance needs
P3.3	measures and evaluates physical performance capacity
P3.4	composes, performs and appraises movement
P3.5	analyses personal health practices
P3.6	assesses and responds appropriately to emergency care situations
P3.7	analyses the impact of professionalism in sport
P4.1	plans strategies to achieve performance goal
P4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
P4.3	makes strategic plans to overcome the barriers to personal and community health
P4.4	demonstrates competence and confidence in movement contexts
P4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

COMPONENTS / WEIGHTINGS

A	Knowledge and Understanding	50
B	Critical thinking, research, analysis & communicating	50

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	A	B	Weight
Term 1 Week 10	1.1, 1.3, 2.1,3.1, 3.2, 4.1, 4.4	Games and Sports Applications - Touch Football	10	20	30
Term 2 Weeks 1 -10	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	Coaching	20	15	35
Term 3 Weeks 1 -6	1.1, 1.3, 1.4, 2.3, 3.5, 4.1, 4.2, 4.4	Outdoor Recreation	20	15	35
		TOTAL	50	50	100

STUDIES IN CATHOLIC THOUGHT

Value: 1 Unit

Category: Board Endorsed Course

Code	Descriptor
Outcomes	A student :
(SCT11-1)	Explains the place of Scripture and other relevant Church documents in the Catholic tradition
(SCT11-2)	Describes the theology of the principal teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church
(SCT11-3)	Describes the historical features and developments of Catholic Church
(SCT11-4)	Explores what is good, true and beautiful in the Catholic tradition
(SCT11-5)	Proposes ways the Catholic Church guides believers in facing the challenges of society
(SCT11-6)	Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology
(SCT11-7)	Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding
(SCT11-8)	Identifies and describes the human expression of Catholic faith
(SCT11-9)	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
(SCT11-10)	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Religious skills in: <ul style="list-style-type: none"> ● using Scripture and Catholic Church documents ● analysis, synthesis and evaluation based on evidence from scripture, theology, philosophy and other relevant sources 	10
C	Inquiry and research skills	10
D	Communication of religious ideas and understanding in appropriate forms	10

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 9	SCT11-2, SCT11-3 SCT11-5, SCT11-7 SCT11-9, SCT11-10	In class research portfolio: a focus on philosophy, ancient philosophers and Catholic theologians	5	5	5		15
Term 2 Week 8	SCT11-1, SCT11-6, SCT11-8	Biblical Micrography an ICT presentation with links to scripture on the Trinity and links to the Trinity in the world today	5	5	5		15
Term 3 Weeks 8	SCT11-4, SCT11-5 SCT11-9, SCT11-10	Preliminary Examination	10			10	20
		Total	20	10	10	10	50

STUDIES OF RELIGION 1 UNIT

Value: 2 Units

Category: A

OUTCOMES

Code	Descriptor
	A student :
P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	Uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Source based skills	10
C	Investigation and research	10
D	Communication of information, ideas and issues in appropriate forms	10

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 9	P1 P2 P6 P8	Research portfolio & Extended responses	5		10		15
Term 2 Week 8	P3 P4 P5 P6 P7 P8 P9	Research tool-kit, using sources and in-class essay	5	10		5	20
Term 3 Week 8	P3 P4 P5 P6 P7 P8 P9	Preliminary Examination	10			5	15
		TOTAL	20	10	10	10	50

STUDIES OF RELIGION 2

Value: 2 Units

Category: A

OUTCOMES

Code	Descriptor
	A student :
P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

COMPONENTS / WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source based skills	20
C	Investigation and research	20
D	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 9	P1 P2 P6 P8	Research portfolio & Extended responses	10	5	10	5	30
Term 2 Week 8	P3 P4 P5 P6 P7 P8 P9	Research tool-kit, using sources and in-class essay	15	5	10	5	35
Term 3 Week 8	P1 P2 P3 P4 P5 P6 P7 P8 P9	Preliminary Examination	15	10		10	35
		TOTAL	40	20	20	20	100

VISUAL ARTS

Value: 2 Units

Category: A

OUTCOMES

Code	Descriptor, a student:
P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations of artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

COMPONENTS / WEIGHTINGS

A	Art Making	50
B	Art Criticism and Art History	50

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 10	P1, P2, P3, P4, P5, P6, P8, P9,	<p>Development of Body of Work and Written Responses</p> <p>- Based on a chosen theme or event, students develop a BOW consisting of at least ONE highly resolved artwork that communicates conceptual intention and viewpoints on their selected topic.</p> <p>Art Criticism and Art History</p> <p>- Written Responses Students respond to 3 questions each addressing ONE of the three areas of syllabus content (Practice, CF, Frames) modelled on Section 1 of the HSC Exam.</p>	20	10	30
Term 2 Week 9	P1, P2, P3, P4, P5, P6, P8, P10	<p>Portfolio of work/In-class Extended Written Response</p> <p>- Based on a selected space/site, students develop a BOW consisting of a series of 3 - 5 highly resolved pieces in drawing, painting and installation that communicate their conceptual intentions and interpretations of their selected space/site.</p> <p>Art Criticism and Art History</p> <p>- In-class Extended Response</p> <p>Students respond to ONE extended response question addressing the Conceptual Framework, modelled on a Section II Exam question.</p>	20	10	30
Term 3 Week 8	P2, P4, P5, P6, P7, P8, P9, P10	<p>BOW and Formal Written Examination</p> <p>- Students develop a BOW in response to a particular interpretation of the body, utilising their choice of medium/s to re-present this and express their intended concept.</p> <p>Preliminary Examination</p> <p>- Students respond to three short response questions modelled on Section 1 of the HSC Exam, and ONE extended response question from a choice of 6 questions modelled on Section II of the HSC Exam.</p>	10	30	40
		TOTAL	50	50	100

VISUAL DESIGN

Value: 1 Unit **Category:** Content Endorsed Course

OUTCOMES

Code	Descriptor, <i>a student:</i>
DM1	generates a characteristic style that is increasingly self-reflective in their design practice
DM2	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
DM3	investigates different points of view in the making of designed works
DM4	generates images and ideas as representations/simulations
DM5	develops different techniques suited to artistic and design intentions in the making of a range of works
DM6	takes into account issues of occupational health and safety in the making of a range of works
CH1	generates in their critical and historical practice ways to interpret and explain design
CH2	investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3	distinguishes between different points of view, using the frames in their critical and historical investigations
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

COMPONENTS / WEIGHTINGS

A	Designing and Making	70
B	Critical and Historical Studies	30

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	A	B	Weight
Term 1 Week 10	DM1-M6 CH1-C4	Making and Critical and historical study	20	5	25
Term 2 Week 10	DM1-M6 CH1-C4	Making and Critical and historical study	20	5	25
Term 3 Week 8	DM1-M6 CH1-C5	BOW and Preliminary Examination	30	20	50
		TOTAL	70	30	100

BUSINESS SERVICES

BSB30120 Certificate III in Business Services (Full Certificate)



RT0 90488

Value: 2 Units Category: B

COMPETENCIES					
Code	Unit of Competency		Year	Core Mandatory Elective	Hours
BSBWHS311	1	Assist with maintaining workplace safety	11	M/C	20
BSBPEF201	2	Support personal wellbeing in the workplace	11	M/C	10
BSBTEC201	3	Use business software applications	11	M	15
BSBWRT301	4	Write simple documents	11	E	20
BSBTEC301	5	Design and produce business documents	11	E	25
BSBOPS304	6	Deliver and monitor a service to customers	11	E	20
BSBTEC302	7	Design and produce spreadsheets	11	E	20
BSBTEC303	8	Create electronic presentations	12	E	15
BSBSUS202	9	Use digital technologies to communicate in the workplace	12	E	10
BSBSUS211	10	Participate in sustainable work practices	12	M/C	15
BSBCRT311	11	Apply critical thinking skills in a team environment	12	M/C	20
BSBPEF301	12	Organise personal work priorities	12	M	20
BSBXC301	13	Engage in workplace communication	12	M/C	15
BSBTWK301	14	Use inclusive work practices	12	M/C	15
HLTAID011	15	Provide first aid (CREDIT TRANSFER)	11	E	20
To achieve a Certificate III in Business Services you will need to demonstrate competence in the 6 core units and 7 electives.					

Mandatory 70 hours of industry Workplacement must be completed for this VET course to be included in the HSC.

An Assessment Matrix will be provided which outlines assessment activities for this course. A range of assessment methods are used; including reports, tests, practical activities, verbal questioning, role plays, research tasks, presentations and exams.

Students wanting an ATAR must sit the optional HSC Exam. The mark from the Trial HSC Exam will be submitted to NESAC and may be used in the event of a successful misadventure appeal in the HSC.

CONSTRUCTION

CPC20220 Certificate II in Construction Pathways (Full Certificate)

RT0 90488

Value: 2 Units Category: B

Unit Code	Unit Title	HSC	NESA Hrs	Prerequisites
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Assessed	20	
CPCCOM1015	Carry out measurements and calculations	Assessed	20	N/A
CPCCOM2001	Read and interpret plans and specifications	Assessed	20	CPCCWHS2001
CPCCCM2005	Use construction tools and equipment*	Assessed	0	CPCCWHS2001
CPCCOM1012	Work effectively and sustainably in the construction industry	Assessed	30	N/A
CPCCOM1013	Plan and organise work	Assessed	15	N/A
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		20	CPCCWHS2001
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		10	CPCCWHS2001
CPCCCA2002	Use carpentry tools and equipment		10	CPCCWHS2001
CPCCCA2011	Handle carpentry materials		20	CPCCWHS2001
CPCCCM2004	Handle construction materials		20	CPCCWHS2001
CPCCCM2006	Apply basic levelling procedures		15	N/A
CPCCOM1014	Conduct workplace communication	Assessed	10	N/A
CPCCVE1011	Undertake a basic construction project	Assessed	25	CPCCWHS2001
CPCCWHS1001	Prepare to work safely in the construction industry	Assessed	0	N/A

Mandatory 70 hours of industry Workplacement must be completed for this VET course to be included in the HSC.

An Assessment Matrix will be provided which outlines the planned assessment activities for this course. A range of assessment methods are used; including reports, tests, practical activities, verbal questioning, role plays, research tasks, presentations and exams.

Students wanting an ATAR must sit the optional HSC Exam.

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

ENTERTAINMENT

RT0 90488

CUA 30415 SoA towards Certificate III in Live Production and Services (Statement of Attainment towards Cert III)

Value: 2 Units **Category:** B

Unit Code	Unit Title	HSC Exam	Hrs
CPCCOHS1001A	Work Safely in the Construction Industry	Assessed	10
CUAIND301	Work Effectively in the Creative Arts Industry	Assessed	20
CUAWHS302	Apply Work Health and Safety practices	Assessed	15
AITXCCS303	Provide Service to Customers	Assessed	20
CUALGT301	Operate Basic Lighting	Assessed	25
CUASTA301	Assist with production operations for live performance	Assessed	25
CUASOU301	Undertake live audio operations	Assessed	25
CUAVSS302	Operate Vision Systems	Assessed	25
BSBWOR301	Organise Personal Work Priorities and Development	Assessed	20
CUAPPR304	Participate in collaborative creative projects	Assessed	20
CUASMT301	Work effectively backstage during performances		25
CUASTA202	Assist with bump in and bump out of shows		20

Mandatory 70 hours of industry Workplacement must be completed for this VET course to be included in the HSC.

An Assessment Matrix will be provided which outlines the planned assessment activities for this course. A range of assessment methods are used; including reports, tests, practical activities, verbal questioning, role plays, research tasks, presentations and exams.

Students wanting an ATAR must sit the optional HSC Exam.

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FITNESS

Value: 2 Units **Category:** B **NON - ATAR**

SIS30321 Certificate III in Fitness (Full Certificate)

Value: 2 Units **Category:** NON ATAR

Unit Code	Unit Title	Hrs
SISFFIT032	Complete pre-exercise screening and orientation	20
SISFFIT033	Complete client fitness assessments	15
SISFFIT052	Provide healthy eating information	20
SISFFIT035	Plan group exercise sessions	20
SISFFIT036	Instruct group exercise sessions	25
SISFFIT040	Develop and instruct gym based exercise programs for individual clients	30
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	40
BSBOPS304	Develop and monitor a service to customers	20
HLTAID011	Provide first aid	20
HLTWHS001	Participate in workplace health and safety	15
BSBPEF301	Organise personal work priorities	20
SISXDIS001	Facilitate inclusion for people with disabilities	20
SISXFAC002	Maintain sport, fitness and recreation facilities	15
SISXFAC001	Maintain equipment for activities	10
SISXIND001	Work effectively in sport, fitness and recreation environments	15

Students study this course via eCampus through the Australian Institute of Personal Trainers, who are the partner RTO of Foundation Education.

This is a NON ATAR course and there is no HSC exam.

HOSPITALITY – KITCHEN OPERATIONS

SIT20421 Certificate II in Kitchen Operations (Full Certificate) and
 Statement of Attainment towards Cert III Catering

Value: 2 Units **Category:** B

Unit Code	Unit Title	HSC Exam	Hrs	Prerequisites
SITXFSA005	Use hygienic practices for food safety	Assessed	15	nil
SITXWHS005	Participate in safe work practices	Assessed	15	nil
SITHCCC023	Use food preparation equipment	Assessed	20	SITXFSA005
SITHCCC2027	Prepare dishes using basic methods of cookery	Assessed	40	SITXFSA005
SITHKOP009	Clean kitchen premises and equipment	Assessed	15	SITXFSA005
SITXFSA2006	Participate in safe food handling practices	Assessed	20	nil
SITXCCS011	Interact with customers	Assessed	20	nil
SITXINV006	Receive store and maintain stock		15	
SITHCCC034	Work effectively in a commercial kitchen		25	SITHCCC027 SITXFSA005
SITHCCC024	Prepare and present simple dishes		20	SITXFSA005
SITHCCC028	Prepare appetisers and salads		30	SITXFSA005
SITHCCC025	Prepare and present sandwiches		20	SITXFSA005
SITHFAB205	Prepare and serve espresso coffee <ul style="list-style-type: none"> We will be endeavouring to complete this unit in ADDITION to the course 		15	SITXFSA005
HLTAID011	Provide first aid (delivered by an external RTO) Credit transfer from another RTO		20	nil

- This training package has recently changed. There may be a possibility of some elective (NON HSC units being changed)

Mandatory 70 hours of industry Work placement must be completed for this VET course to be included in the HSC.

An Assessment Matrix will be provided which outlines the planned assessment activities for this course. A range of assessment methods are used; including reports, tests, practical activities, verbal questioning, role plays, research tasks, presentations and exams.

Students wanting an ATAR must sit the optional HSC Exam.

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

PRELIMINARY COURSE ASSESSMENT CALENDAR 2023

This calendar should only be used as a guide. Students will receive the precise date for either the submission of the assessment task or the scheduled date for the 'test type' task on the official Assessment Notification Sheet.

W K	Term 1	Term 2	Term 3
1		SLR - Coaching Wks 1-10	SLR - Outdoor Recreation (Wks 1-6)
2		Biology (Weeks 2-5) Legal Studies	Industrial Technology - Timber
3		Industrial Technology - Timber	Chemistry Information, Processes & Technology
4			Food Technology
5		Physics	
6	Chemistry Physics		Design & Technology
7	Design & Technology Drama	Ancient History Dance Exploring Early Childhood	
8	Ancient History Biology Modern History Music 1	Community & Family Studies Drama Investigating Science Music 1 Religion (SOR1, SOR2, SiCT) Society and Culture	Preliminary Exams commence – MOST SUBJECTS. Exam timetable to be distributed at least 2 weeks prior. Visual Arts BOW & Exam Visual Design BOW & Exam PVDI – BOW & Exam
9	Dance English Extension Food Technology Investigating Science Marine Studies Mathematics (Std 1 & 2, Adv) Religion (SOR1, SOR2, SiCT) Society and Culture	Business Studies English (Studies, Std, Adv, Ext) Mathematics (Std 1 & 2, Adv, Ext 1) PDHPE Visual Arts	Preliminary Exams continue English Studies Exploring Early Childhood
10	Business Studies Community & Family Studies English (Studies, Standard, Advanced) Exploring Early Childhood Information Processes & Technology Japanese Continuers Mathematics Ext 1 PDHPE PVDI Sport, Lifestyle and Recreation Visual Design Visual Arts	Japanese Continuers Legal Studies Marine Studies Modern History PVDI Visual Design	

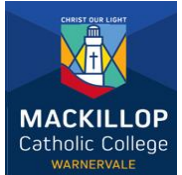
CHRIST OUR LIGHT



MACKILLOP
Catholic College
WARNERVALE

PRELIMINARY HSC Forms

CHANGE OF SUBJECT FORM 2023



Student Name: _____

PROPOSED Pattern of study for HSC	
Course	Unit Value

Do you require an ATAR? Yes /No

Number of HSC Units:

Number of ATAR Units:

Courses intending to DISCONTINUE	
Course	Unit Value

Courses intending to COMMENCE	
Course	Unit Value

Leader of Learning Recommendation		
I recommend / do not recommend, that this student would be a suitable candidate for commencing the nominated course /extension course.		

		<i>Leader of Learning Signature</i>
Career's Advisor Approval		
The final pattern of study is consistent with the student's ATAR choice - Yes No		

		<i>Career's Advisor Signature</i>
Students and Parent/Guardian Approval		
I approve of the final pattern of study that my son / daughter will complete for the HSC.		
_____		_____
<i>Student Signature</i>	<i>Parent/Guardian Signature</i>	<i>Date</i>
RETURN TO LEADER OF CURRICULUM		
Leader of Curriculum approval	COMPASS updated	NESA updated
Date: _____	Date: _____	Date: _____
Signature: _____	Signature: _____	Signature: _____

ASSESSMENT - ILLNESS MISADVENTURE APPEAL

This form is to be submitted by students in Years 10 – 12 who miss an assessment.
 Make sure all sections are complete before submitting to the Leader of Curriculum.
 Please print using a black or blue pen

Student:	Year/ Pastoral Class:
Assessment Task Details/Course:	Date(s) of task:
Teacher	
Reason for: <input type="checkbox"/> Missing the Assessment Task <input type="checkbox"/> Requesting an extension Tick appropriate box and give reason if needed <input type="checkbox"/> Illness <input type="checkbox"/> Bereavement (funeral) <input type="checkbox"/> Misadventure <input type="checkbox"/> Approved Leave <input type="checkbox"/> Other Reason: _____ _____	
Checklist (Tick each item when complete) <input type="checkbox"/> The school office was notified of the absence: TIME _____ DATE _____ <input type="checkbox"/> A note from parent/guardian explaining absence is attached <input type="checkbox"/> Formal documentation verifying the absence is attached - eg. medical certificate, police report. <input type="checkbox"/> I have read the school Assessment Policy regarding absence and possible penalties Student signature: _____ Date: _____	

SUBMIT THIS FORM TO THE LEADER OF CURRICULUM

Decision: <input type="checkbox"/> Extension without penalty <input type="checkbox"/> Sit original task <input type="checkbox"/> Sit a substitute task <input type="checkbox"/> Penalty applies <input type="checkbox"/> Zero awarded/ N warning	Date Due: _____ Penalty: _____%
Pastoral/Leader of Curriculum's comment (if required): Leader of Curriculum's signature:	

LEAVE APPLICATION FORM

This form is to be submitted by students in Years 10 – 12 who wish to apply for leave other than illness or misadventure.

Student Name: _____ Year: _____ Pastoral Class: _____

Start of Leave: _____ Return to School: _____

Total Number of College days missed: _____

Reason for Leave: _____

I _____ as the parent/guardian seek approval of my intention to remove my child from formal education in order to pursue an alternative activity. This application is made in advance (a minimum of 2 weeks prior to the commencement of leave) in order for the College to make a judgement about the allocation of grades and potential eligibility for academic acknowledgement of my child. I accept that failure to complete this declaration will adversely affect my child's ability to demonstrate the academic course requirements and may withdraw them from potential academic awards.

The determination of the type of leave will come from the following two definitions:

Learning Leave

Learning leave will need to be applied for when:

The student will be withdrawn from formal lessons which form the normal school day Monday to Friday during the designated school term.

The student would NOT miss any formal assessment tasks, as per the Assessment Calendar.

Learning and Assessment Leave

Learning and Assessment Leave will need to be applied for when:

The student will be withdrawn from formal lessons which form the normal school day Monday to Friday during the designated school term.

The student WILL miss a formal assessment task/s, as per the Assessment Calendar.

Also complete the second page

My child will be taking:

Learning Leave OR **Learning and Assessment Leave** (Please circle)

For Learning and Assessment Leave the student is to check their Assessment Schedule, detail any assessments that will be missed in the table below and then check with the appropriate LEADER OF LEARNING what actions are to be taken.

<i>Student to complete</i>			<i>Leader of Learning to complete</i>	
KLA/Subject	Assessment Item (indicate if in class or take home task)	Scheduled Date of Assessment	Revised Date of Assessment	Leader of Learning Signature

By taking Leave I acknowledge that the following implications exist:

- a) My child and I remain responsible for the academic requirements that may not be addressed, as a result of the Leave. This includes skill development and content delivery. I may seek assistance (with a minimum of two weeks' notice), from the class teacher, in order to assist my child with their education whilst he/she is on Leave.
- b) This application does not allow my child to be exempt for the formal assessments that are used by the College to determine grades and/ or course marks. My child will have the opportunity to complete any missed assessment item in order to have access to the full range of grades in any course where an assessment has been missed, as per the NESA requirements. All tasks must be completed in order for teachers to meet the NESA requirement in relation to grades.
- c) My child may not be eligible for an academic award in any course for which I have applied for Assessment Leave. I understand that as my child has not completed the assessment item as per the schedule they have not met the same requirement/s as other students and therefore may be at an advantage compared to the cohort.

I have read and understood the implications of applying for leave. If I have any further questions I will contact the appropriate Leader of Learning or the Leader of Curriculum to seek clarification

Parent/Guardian Name: _____ Signature: _____

Student Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Principal's Decision: _____